

MASTER OF SCIENCE IN INFORMATION SYSTEMS - MSIS PROGRAM SELF-STUDY

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1. Mission and History

1.1 Mission

The mission of the MSIS program is the education of our students in the effective and efficient use of information technology. IS is an integral part of an organization's ability to achieve a competitive advantage in both the private and public sectors. In the training of our students, we emphasize ethical practices and professionalism as integrated components throughout the program, along with a focus on essential career development skills and effective management of human resources. The program, based upon nationally approved curriculum recommendations from the Association for Information Systems (AIS) and the Association for Computing Machinery (ACM), is updated frequently. Students may optionally select a special emphasis area in Information Security, which also may be added at a later time.

Source: https://myusf.usfca.edu/system/files/USF_AACSB_SIXTH_YEAR_REVIEW_20-1.1.pdf Dated Jan 14, 2012

1.2 History

The Origins of the MSIS Program

The Master of Science in Information Systems was launched in February 2000 with the start of cohort T2000 at the San Ramon Regional Campus within the College of Professional Studies. Professor Len Fisher, the interim director, was the lead instructor for the group.

The following year, Dr. Donna Schaeffer became the director of the MSIS program and supervised the expansion of the program to all four branch campuses and San Francisco. Within two years, the MSIS program had the largest enrollment of all four graduate programs in the College.

Professor Schaeffer structured the curriculum of MSIS around ideas she had developed in her doctoral dissertation at Claremont University, as well as the guidelines for graduate programs in information systems published by the Association for Computing Machinery (ACM) (The MSIS 2000 Model Curriculum and Guidelines for Graduate Degree Programs in Information Systems will be available at the time of the two-day site visit.)

In the development of the program and its learning objectives, care was taken to clearly distinguish the MSIS degree from exclusively technical degree programs in computer science or engineering. MSIS courses were balanced among three distinct categories 1) technical, such as Data Communications and Networking (MSIS 613) 2) business - managerial such as Economics for MSIS Managers (MSIS 620) and 3)

capstone integrative coursework such as IT policy and Strategy (MSIS 625) and Information Technology, Ethics and Social Issues (MSIS 626).

Changes to the MSIS Program 2005-2007

With respect to the core MSIS program, in the 2005-2006 academic year, a strategy was conceived to both reduce costs and enrich the cohort learning model by merging existing cohorts at various stages in the master's program. The concept was called "supercohort", and the simplest description would be this: each new cohort on their own would take the first two courses in the twelve-course MSIS sequence. Then, the remaining ten courses in the sequence were split into groups of five, and these five-course sequences could be taken in any order. The idea was, after the first two courses, a new cohort would join an in-progress cohort, which had just completed its first group of five courses. At the end of this five-course sequence, the in-progress cohort would graduate, while this new cohort would be joined by an even newer cohort, for the next set of five courses.

A number of challenges were encountered during implementation of the supercohort concept, and in February 2007, it was decided that the idea -in practice - was unworkable. One reality was that the newer cohorts recruited under this system had only five or six students, so that the much anticipated larger supercohort never materialized. By 2007, there were three cohorts which started with the idea that they would naturally be a part of a supercohort system. Each was broken out into its own solo track, although occasional opportunistic overlaps are possible for the occasional merge of cohorts for one course or another.

Also during this period, a combined MSN/MSIS was initiated in collaboration with the USF School of Nursing. Individual nursing students join various existing cohorts for their six-course sequence. Several nursing students took advantage of this option.

Additionally, a completely separate masters degree program was developed and approved: Master of Science in Information Security and Assurance. A single cohort was launched in Spring 2006. No further cohorts were recruited. The one cohort completed their degree and the MSISA program was discontinued.

Changes to the MSIS Program 2015-2017

In late 2015, the Department Chair and MSIS Program Directors started interviewing program alumni, leaders in industry, and USF staff & instructors, to assess how well the MSIS program was meeting the needs of students. From this research it was clear that an upgrade was needed for the program to be more in tune with students' learning objectives and Silicon Valley's high-tech employers, all while also meeting requirements within the University. After the interview phase we presented our findings to the

School of Management's Dean, Elizabeth Davis and to the Business Analytics & Information Systems department. Both approved that a program upgrade should begin.

The MSIS program was originally constituted within the College of Professional Studies, and later moved to the graduate School of Management when the College of Professional Studies merged with the Business school in 2009. It has been housed in the Business Analytics and Information Systems (BAIS) department since that merger. Since the program's inception, many changes have been implemented within the University, but very few have been made to the MSIS program itself. The 2015-2017 upgrade would meet the new demands of the University, meet the learning objectives of future students and open enrollment to the F-1 visa community.

2015-2017 Program Updates:

Meet Minimum Enrollment Requirements

The most pressing need for change comes from the Office of the Provost, which now requires that each class section have a minimum of 15 enrolled students before the class can be launched. Under the current MSIS design, students have an option late in the program to take three courses that focus on either computer security or biotechnology. When that occurs, class size decreases from the normal 15 to 18 students down to as few as three to five students. While this has been allowed by the Provost's office in the past, it will not be going forward. For this reason, we propose that the optional concentrations be removed and that all students be required to take twelve specified core courses for graduation.

Move to Open Enrollment

Another structural modification was recommended to better integrate into the School of Management (SOM) at large, and provide students with greater flexibility. The Program Director's proposed a move from the current cohorted model to an open enrollment model. This allows students to better align their academic pursuits with their personal lives. As such they may choose to either spread out the course work or accelerate their completion of the program. It will also better align with most other courses offered within SOM. Though we would move to open enrollment, the plan is to keep the seven-week course length and offer two courses in serial per semester (like the previous program was offered).

Access for International Students

Under the current cohort model, students are considered part-time, thus precluding our acceptance of F-1 visa students. Each year we turn away approximately 8 non-U.S. applicants who have formally

applied to the program because they cannot meet the visa requirements. Naturally, Admissions preemptively counsels interested foreign citizens not to apply, as the program does not comply with the Department of Homeland Security's F-1 visa regulations. If we can meet DHS's F-1 visa requirements, we could easily double the number of students in the program. The proposed open enrollment would allow student to attend full-time if they so choose. This would bring the program in compliance with DHS regulations. The number of enrolled international students will likely increase, after the University starts actively advertising the program outside the U.S.

The international students will have the option of an extra course that will allow them to work in the American business community which is a strong draw. This Curricular Practical Training (CPT) course is new and is called Information Services Field Consulting.

Four New Courses

Many of the current courses will be retained, but will be updated to include current technologies and processes. Several existing courses are being retired and are replaced with three offerings that address the new technologies that have surged in the business community. A fourth course, mentioned above, is being added specifically for international students, but will be available to domestic students as well.

The new courses are:

- Social Media as a Tool
- Cloud Services & Solutions
- Data Architecture & Management
- Information Services Field Consulting [CPT course for international students]

Incentivizing with a Salesforce Certification Path

Salesforce is the #1 supplier of On-Demand CRM in the world. They are also headquartered just a few blocks from our 101 Howard campus. The University President and Dean Davis have indicated their belief that building a rich partnership with Salesforce is a priority for the University and the School of Management. We are adding the Data Architecture & Management course to provide architecture skills in general, and to prepare student for Salesforce certification as a 'Data Architecture and Management Designer'. Students are encouraged, but not required, to seek this certification.

Increased Student Flexibility

Finally, the open-enrollment model offers the flexibility of following a less demanding schedule of courses, if a student so chooses, while completing the program over a longer period of time. Given that all courses are offered at least every other semester, and can be taken in any order, students have the flexibility to complete the program on a schedule that is more flexible than previously offered.

1.3 PROGRAM GOALS

Students who complete the Master of Information Systems will be able to:

1. Address the needs of organizations to define and develop effective information systems, both for the introduction of new systems and the enhancement of legacy systems, fostering effective communication channels for both internal and external stakeholders.
2. Recognize both the opportunity and demands of emergent technologies, including communications and networking, information security, publicly available information systems, and newly available information tools.
3. Utilize information technology to be economically responsible, to foster sound financial systems, to create more effective organizational structures, and to understand how policy and strategic decisions are affected by information systems.
4. Demonstrate Information Systems-relevant people, business, and team skills, incorporating ethics, humanistic values and professionalism.

Program Learning Outcomes

1. Students will develop competence in systems design and analysis techniques, including core database concepts, using both hierarchical and object-oriented approaches. (Goal 1)
2. Students will identify and incorporate communications, networking and information security issues as they relate to information systems, organizations, and organizational policy. (Goal 2)
3. Students will utilize, evaluate, store, archive and manage emergent information systems within present-day organizations, including strategies to effectively ensure success in these activities. (Goal 2)
4. Students will identify the economic and financial management issues relative to information systems and organizations, including the legal, regulatory and ethical implications. (Goal 3)
5. Students will identify all aspects of project management relative to the information systems development life cycle and change/updates to in-place information systems, and relate these aspects to system design and relevant economic considerations. (Goal 3)
6. Students will be able to produce professional quality documents ready for submission to management, professional technical implementers, and other stakeholders. (Goal 4)
7. Students will integrate the collective expertise incorporated herein and reflect on the ethical and humanistic aspects of information systems. (Goal 4)

Source: https://myusf.usfca.edu/system/files/USF_AACSB_SIXTH_YEAR_REVIEW_20-1.1.pdf Dated Jan 14, 2012

2. PROGRAM CURRICULUM

2.1 GENERAL OVERVIEW

The MSIS program emphasizes an effective use of information technology to enable a competitive advantage for both individuals and organizations.

Integrated courses that highlight the integral role information technology plays in every sector will prepare you to be a successful leader.

MSIS offers small class sizes and an evening class schedule to help working professionals balance their busy lives, while also enjoying an enriched learning environment and deeper relationship building.

Source: <https://www.usfca.edu/management/graduate-programs/information-systems>

2.2 COURSES

Analysis, Modeling and Design (MSIS 670)

Studies the systems development life cycle, analysis and design techniques, information systems planning and projects identification and selection, requirements collection structuring, process modeling, data modeling, interface design and data management, system implementation and operation, system maintenance, and change management implications of systems. The course utilizes current methods and tools, such as rapid application development, prototyping, and visual development.

Learning Outcomes

At the completion of the course students will be able to understand and have experiential skills in:

- The Work of the Information Systems Analyst
- How to Investigate and Model System Requirements
- Various Approaches to Requirements Specification
- How to Evaluate Alternatives for Requirements, Environment, and Implementation
- The Elements of Systems Design
- Use Case Realizations
- Specifying Requirements for:
 - Designing Essential Data and Its Relationships
 - Designing User Interfaces

- Designing System Interfaces, Controls and Security
- Developing a Plan to Make the System Operational
- The Preparation of a Professional Systems Design Document – both in appearance and content - and an Attendant Slide Presentation to sell the design
- The role of Analyst as a Project Manager

Data Systems (MSIS 671)

Presents the concepts, principles, issues, and techniques for managing organizational data resources. Explores both legacy as well as evolving data systems and platforms given the emergence of high-volume, high-velocity, and high-variety requirements of modern data management. The emphasis is on developing a thorough understanding of the principles of the data lifecycle, data modeling, the conversion of data models into working data processes and systems, as well as comprehension of the choices the associated with currently available data platform technologies.

Learning Outcomes

- At the completion of the course, students will be able to
- Have the theoretical and practical skills for building databases and database applications.
- Have an understanding of the design and development processes.
- Be able to use Entity-Relationship Diagrams as a tool to assist in logical database design, be able to design logical databases in third normal form
- Be able to identify current issues in the uses of database management systems
- Be able to identify issues in physical database implementation
- Gain familiarity with industrial strength database management systems.

Data Architecture & Management (MSIS 672)

Data architecture is the creation of the rules & structure of an enterprise-wide computing system. It consists of models, policies, rules and standards that govern which data are collected, and how they are stored, arranged, integrated, and put to use in data systems and in organizations. This course will help students prepare for the Salesforce 'Data Architecture and Management Designer' certificate.

Learning Outcomes

- Define a system's logical model
- Identify/define the enterprise data strategy
- Define enterprise-wide data standards
- Design the physical data architecture
- Define an archive & retention strategy

- Define a reporting strategy
- Define enterprise object classification and tiering strategy

Managing Projects and Change (MSIS 673)

Examines the managing of projects within an organizational context including the processes related to initiating, planning, executing, controlling, reporting and closing a project. Project integration, scope, time, cost, quality control, and risk management, as well as managing the changes in organizations resulting from introducing or revising information systems are studied. Students will form into teams and manage a project with a real client associated with a community organization as part of the university's commitment to service learning.

Learning Outcomes

- Identify the fundamentals of successful project and program management
- Scope a project for successful outcomes
- Build a project team and to work effectively
- Prepare project budgets and timelines
- Negotiate deliverables and contractual arrangements with the recipients of the final project
- Describe and model the process and workflows using both traditional and object-oriented techniques
- Understand the effects of change and how change can affect an organization

Social Media as a Tool (MSIS 674)

Social media is a broad term used to describe a host of online tools that propel social interaction. While Facebook, LinkedIn, YouTube and Twitter are used most frequently, the world of social media encompasses so much more. This course will provide a unique opportunity to understand how social media is fundamentally changing the way companies operate. Students will examine and assess the roles of the consumer, online communities, crowd sourcing, and the impact of new technologies and changing lifestyles. In the process, they will identify market leaders & key tools, and learn how to effectively integrate them into their business environment.

Learning Outcomes

- At the completion of the course, students will be able to
- Understand the difference between social media platforms, including functionality, target audience, and intended use.
- Understand the business benefits associated with the social media platforms
- Understand how to integrate social media into existing marketing.
- Create a social media campaign, including optimal content and frequency.

- Assess the role of branding, social advertising and other communications in achieving behavioural change.

IT Policy, Strategy and Economics (MSIS 675)

Examines the top management perspective for aligning competitive strategy, core competencies, and information systems; the development and implementation of policies and plans to achieve organizational goals; defining the systems that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. It also provides an overview of modern economic and financial theories relevant to understanding the costs, benefits, and processes by which proposed or current information systems can be evaluated.

Learning Outcomes

By studying information and communication technologies (ICT) policy and strategy, students will have the opportunity to expand their ability to:

- Understand how processes are configured to run organizations, and the relationships with legacy systems and other functional applications.
- Design an application architecture that provides the information needed for decision making and knowledge management
- See how ICT enables new organizational forms
- Organize and manage information technology as a functional unit
- Assess the impact of emerging technologies
- Demonstrate the value of ICT
- Identify the characteristics of successful ICT organizations

Information Security (MSIS 676)

Studies contemporary issues of information security, including effective information security policies, risk assessment factors, internal application security, relevant information security models, intranet vs. extranet security, firewalls and internet security, response to breaches of security, and operating a secure organizational network. Included also are hands-on analyses of information system vulnerabilities, techniques for exploiting such weaknesses, as well as the countermeasures for addressing information security flaws.

Learning Outcomes

At the completion of the course, students will be able to:

- Fully explain the defining concepts that provide the building blocks for a viable Information Security Architecture.

- Understand how a distributed networking environment introduces additional security challenges in the form of communications protocol vulnerabilities, and be able to prepare an organization to meet the challenges of new vulnerabilities as they become known.
- Understand how to employ and manage advanced cryptography, access controls, distributed authentication, TCP/IP security, firewalls, Virtual Private Networks, intrusion detection/prevention systems, and wireless security.
- Define computer security policy and the attendant procedures that will competently protect data confidential, data integrity, and data availability.
- Describe the current trust issues encountered when engaged in eCommerce and be able to describe, define, and develop appropriate organizational procedures that will insure appropriate hardware/software configuration models that best support a viable eCommerce environment.
- Understand how computers may be used to enforce security policies.
- Be able to ethically address contemporary issues dealing with identity management, digital rights management, and data privacy.
- Define a Trusted System and be familiar with the design underpinnings that shape our current notion of what a Trusted System should be.

Communications and Networking (MSIS 677)

Examines telecommunication fundamentals, including data, voice, image, and video. The concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks are studied, as well as local and wide networks, transmission and switching efficiency, and regulatory and technical environments. Topics include security, e-commerce, web sites, and middleware.

Learning Outcomes

At the completion of the course, students will be able to

- Apply his or her learning from infrastructure terminologies, theories and concepts to solve network problems.
- Describe and differentiate various design techniques use in private and public infrastructure to support voice, data and video services and applications.
- Demonstrate his or her ability to apply their learning to examine real-world design criteria and parameters used in PAN, LAN, MAN, WAN, GAN and converged networks.
- Demonstrate an ability to provide thoughtful analysis in areas of transmission engineering, planning and implementation requirements.

Warehousing Knowledge Discovery (MSIS 678)

Modern technology has the means of collecting every minute detail of an organization's business activity and customer interaction. To turn raw data into useful information and knowledge requires a judicious approach to extracting, cleansing, and aggregating data so that it can be used to support strategic decision making (e.g. forecasting and trend analysis, performance monitoring, etc.). Further, systems that handle the volume, variety, and velocity of such data is evolving quickly. This course endeavors to do so by extending the concepts introduced in the Database course and examines the various business intelligence and analytics techniques applied to large data sets.

Learning Outcomes

At the completion of the course, students will be able to

- Understand the difference between databases and data warehouses – transactional databases (OLTP), online analytical processing (OLAP), and data mining/machine learning.
- Understand the difference between traditional relational data warehouses, NoSQL databases, and platforms that currently support large-scale data mining.
- Understand the opportunity data analysis and decision modeling can create to not only support strategic and operational decisions, but to develop entirely new business opportunities.
- Be able to decide what data to collect and how to efficiently organize and archive it for future analysis.
- Understand different data analysis techniques (statistical, machine learning, supervised and unsupervised learning, regression, cluster analysis, etc.).
- Be able to select and apply the appropriate data analysis method for specific problems.
- Understand the limitations of data analysis.

eCommerce Development & Implementation (MSIS 679)

This course provides a comprehensive overview of the organizational structures and the technologies that support eCommerce. Topics covered include, eBusiness strategy, business models, governance structures, electronic markets, and eBusiness technological infrastructure. Students will form into teams and create an on-line eBusiness with all the associated infrastructure.

Learning Outcomes

At the completion of the course, students will be able to

- Understand the historical development of e-Business
- Gain a broad understanding of the economic opportunities e-Business can create vis-à-vis a brick and mortar business environment
- Gain an understanding of difference between e-Business and e-Commerce
- Understand the barriers for conducting e-Business and how to overcome them

- Learn how e-Business technology is used to match newly created business models and then drive the development of technology to achieve success. Your project will allow you to explore e-Business capabilities and cost in today's marketplace that are applicable for small to medium sized businesses.
- Gain a broad understanding of the business concerns and requirements for bringing an existing business into the e-Business environment
- Understand at a business level some key select security and reliability requirements for e-Business, and the technologies to meet these requirements

Cloud Services & Solutions (MSIS 680)

This course provides an overview of the concepts and design principles behind existing cloud solutions. Topics include large scale data processing, overview of virtualized commercial cloud models, system virtualization, hypervisors and virtualized platforms. Design of cloud storage systems such as key-value stores and geographically distributed storage systems. Introduction to security and privacy issues in cloud computing, issues of data and execution privacy in modern commercial cloud services.

Learning Outcomes

At the completion of the course, students will be able to:

- Describe technologies involved with data storage onto computing media.
- Analyze a corporate storage environment.
- Design proper storage strategies for the datacenter.
- Implement data storage solutions that utilize necessary security and access philosophies.
- Utilize tools to manage storage area networks and intelligent storage arrays.
- Implement server virtualization for use in varying sized networks.
- Manage the movement of virtual servers across physical servers and storage.
- Describe the various cloud implementation philosophies across physical servers and storage.
- Analyze best cloud solution (private/public/hybrid) for systems and applications.

Capstone Project (MSIS 681)

This course provides a broad survey of the individual, organizational, and cultural impact of information technology, in order to stimulate thoughtful reflection and debate upon the social issues provoked by current and projected uses of information technology. As part of this course, students will complete a capstone project.

Learning Outcomes

At the completion of the course, students will be able to understand and have experiential skills in:

- A complement of common ethical frameworks
- Building and articulating a personal ethical framework and decision-making process
- Identifying ethical issues in the workplace and in society at large as they relate to Information Systems issues – locally, nationally and globally
- Understanding that there are multiple ethical solutions, and that others may have a different ethical framework
- Considering technology's positive and negative effects
- Developing a professional code in the Information Systems field based upon their personal values and understanding of the nature of technology

Elective (MSIS 672, 682, or MBA 6797)

International students will have the option of an extra course that will allow them to work in the American business community which is a strong draw. This Curricular Practical Training (CPT) course is new and is called Information Services Field Consulting. This will be in addition to the twelve required courses in the program.

Information Services Field Consulting (MSIS 682 – 1-to-3 credits)

Students will work with a local business as a paid intern or temporary employee. The job must be directly related to studies within the Information Systems graduate program. The student must be registered full-time (unless it is their final semester of study), and must have a GPA of at least 3.0. Employment must be coordinated through International Student and Scholar Services, the employer & the student's academic advisor.

Learning Outcomes

At the completion of the course, students will be able to:

- Comprehend and apply the foundational practices to successful consulting: contracting, client management, diagnosis/discovery, ideation and client feedback looping
- Understand both the similarities and differences between change and strategic consulting.
- Engage in concrete experiences (seeing/doing) with reflective observation and active experimentation
- Learn to develop a value proposition

2.3 ADMISSION AND TRANSFER POLICIES

Application Requirements

Transcript(s) – Copies of transcripts from each accredited college or university attended must be uploaded with the online application. Once admitted to the program, applicants are given instructions for sending official, sealed transcript. The minimum graduate admission requirement includes a bachelor's degree or recognized equivalent from an accredited institution.

Resume – A copy of the applicant's current resume is required and must be uploaded as part of the online application.

Letters of Recommendation – Two letters of recommendation are required. Applicants to the program must submit at least one letter from a professional contact. Ideally, one or both of your recommendations will come from a current or former direct supervisor. Academic recommendations are also encouraged for current undergraduates.

Recommenders may submit a signed letter of recommendation or they may utilize the Common Letter of Recommendation template.

The Common Letter of Recommendation (LOR) effort saves applicants and recommenders time by providing a single set of recommendation questions for each participating school.

[Common Letter of Recommendation Template \(PDF\)](#)

Statement of Purpose or Essay – An essay of 1,000 words is required and must answer the following questions:

1. What are the applicant's short and long-term professional goals?
2. Why does the applicant want an MSIS degree, and how will this degree will help them achieve their goals?
3. Why is the applicant applying specifically to USF?

Transfer Applicants

There is no set process for accepting students transferring from another university, though existing USF students may be considered for transfer on a case-by-case basis.

Source: <https://www.usfca.edu/management/graduate-programs/information-systems/admission-requirements>

Transfer Policy

The School of Management welcomes transfer students into our Full-Time MBA, Part-Time MBA, Information Systems, Nonprofit Administration, Organizational Development and Public Administration programs. Transfer applications are students currently or previously enrolled in another graduate program and who have not yet completed their graduate degree. Students may transfer up to six credits into the Full-Time MBA, Part-Time MBA, Information Systems, Nonprofit Administration, Organizational Development and Public Administration programs pending the following conditions:

- Courses must be graduate level courses
- Courses must have been taken at an accredited institution of higher learning within the last five years
- Courses must not be supervised field work, directed study or field practice
- Students must have earned a minimum grade of “B” in the course(s)
- Courses must not have been applied to an earned graduate degree at another institution or at USF (not including USF concurrent degree programs)
- Courses must have been taken in an AACSB-accredited program (MBA program only)
- For current USF MBA students interested in taking an online course at another school within the Jesuit MBA Network, the following policy applies:
 - Students are allowed up to 8 units of transfer credit for elective courses only. Any additional units would be subject to Dean approval. Core courses may not be taken online.
 - Courses must be pre-approved by an advisor in the Office of Graduate Student Affairs.
 - Students must earn a B or better to receive transfer credit.

2.4 ADVISING

All graduate students in the School of Management (excluding EMBA) are advised by the Graduate Student Affairs (GSA) team, which oversees academic advising and student life activities. The student advisors are divided up by program. Blythe Hurley is the primary academic advisor for the MSIS, MSEI and MNA programs. Advisors are the primary contact for academic schedule, graduation audits, general questions, campus resources, USF policies and

procedures, student engagement, supportive resources for academic or personal success and general administrative processes for guidance.

MSIS students are introduced to their advisors during the admissions process to ensure they attend orientation in the first week of school. Student may communicate with their advisor regarding registration and course scheduling. Advisors work closely with the program director, faculty and department chair regarding unapproved curriculum or student issues. Cyclical advising occurs prior to registration dates through tuition deadline dates. Continued advising occurs after deadlines due to various holds or off-track students.

The MSIS program requires 36 units of required courses to graduate. All courses are 3 units each. Each course is required and currently do not have prerequisites, therefore can be taken out of order. The suggested course load is 3 courses (9 units) per semester, with 1 summer course and no courses offered in intercession.

Blythe is stationed at the downtown San Francisco campus and communicates with most students via email or phone. In person visits are always accepted at the downtown campus during her office hours. Blythe frequents the San Jose campus 2-3 times per semester and usually at the start/end of the semester and around registration. This is usually scheduled on a night that classes are held. Occasional social networking events are arranged in downtown San Jose and will usually include SOM alumni (from all programs) and prospective MSIS students.

MSIS students are self-reliant in nature and range from ages 25-55 years. Most students live in San Jose or the surrounding East Bay. There are a few that live in San Francisco or work in San Francisco. There are at least 2-4 students who are veterans in each cohort and who may rely on VA benefits to go through the program, which will impact course workload or cohort dynamic.

The GSA office refers students to the Graduate SOM Career Services office for career oriented advising and guidance. The Career Services team is located at the downtown San Francisco campus. An employment data survey is launched on an annual basis for MSIS students. From the 2016-2017 survey year:

- 9% of MSIS students received a promotion during the program
- 64% of MSIS students received a change in position or title during the program
- 27% of MSIS students had a change in employer during the program
- 18% of MSIS students had a salary increase during the program
- 18% of MSIS students had a career transition during the program

Career services include workshops, private consultants, information sessions and 1:1 counseling. The Handshake database centralizes all online job posting and allows branch campus students to easily access resources and set up appointments with career services.

3. ASSESSMENT

Methods of Assessment

The program assesses its learning outcomes through assignments, exams, class projects, and post-graduation placement and internships. Those traditional methods of assessment are used in all of the courses. Most courses require an analytical thinking component which is tested in case-based assignments. In general, the faculty have observed that the learning outcomes are being met. Full time faculty constantly review their own courses to ensure learning outcomes are addressed in class materials. On the last days of each course, students complete an evaluation survey. In the survey, students evaluate the course teaching, structure, and materials, and express their opinions on the effectiveness of teaching such as class engagement. Faculty review exams, assignments, projects, etc., to see if there are general areas of concern. The chairs of the MSIS program monitor effectiveness of the courses. Students are always encouraged to talk about the courses and provide feedback on what hinders or facilitates their learning. During faculty meetings, instructors update all the full time faculty and the chairs of the programs about their courses. The MSIS program is re-designed to further improve the program in achieving the learning outcomes and program mission.

Learning outcomes are assessed based on assignments and exams designed for measuring to what extent program learning outcomes are achieved. First, learning outcomes are mapped to the courses to identify to what extent each course covers a learning outcome. The coverage of learning outcome in each course is scored 1-3 (one being the least and four the most coverage). Courses with the score of 3 are identified and assignments are designed to measure learning outcomes in those courses. Rubrics are designed to assess courses based on learning outcomes. In each assignment, learning of the students is assessed whether they exceeded expectation, met the expectation, or did not meet the expectation. Such assessments allow instructors to evaluate effectiveness of courses in achieving learning outcomes over time so that they can make necessary changes.

Factors Facilitating or Impeding the Program Meeting its Goals

Starting a new or revised graduate program is initially challenging. There might be human and monetary constraints. Human constraints would be keeping a “good” ratio of faculty to students, and adequate administration staff. Monetary constraints are reflected in the ratio of equipment, facilities, and students. Word of mouth and advertising are another factor in the program’s success. Since the revised curriculum was just launched in the fall of 2017 it could be 2-3 years before we see the impact of the new curriculum and the program changes.

Communicating Goals and Progress to Students

Students will be given a handbook that in details discusses learning outcomes of the program. Students access their grades. Grades come with detailed comments where improvements are recommended to the students. Any student with the GPA 3.0 or below, will meet with the chairs of the program. Faculty constantly interact with students and collect their feedback about the courses.

4. FACULTY

4.1 FACULTY OVERVIEW

Muhammad Al-Abdullah, Assistant Professor, malabdullah@usfca.edu

Biography

Muhammad Al-Abdullah specializes in the interaction between knowledge, social structures, and technical systems as constituents of an information system, and how to better anticipate the emerging complexities and uncertainties in an organization. His research focuses on the phenomenon of anti-money laundering and understanding the issues that influence the efficiency of AML regulation’s compliance from a socio-technical perspective.

Al-Abdullah has taught several undergraduate and graduate information systems courses in various areas including Networking, Security, Information Engineering, Cloud Computing, Project Management, Systems Analysis and Design, and Process Improvement at University in Richmond, Virginia.

His work includes authoring several research papers, which were presented at regional, national, and international conferences such as the Cambridge International Symposium on Economic Crime in the University of Cambridge, UK. In addition to his published works, Dr. Al-Abdullah has worked as technical support and a personal computer advisor for United Business Machines and a project associate for Virginia Information Technology Agency on the Commonwealth Project Governance Assessment (CGPA).

Education

PhD. Information Systems, Virginia Commonwealth University, 2015

MS. Managing Information Technology, University of Salford, United Kingdom, 2007

BS. Computer Information Systems, Yarmok University, Jordan 2006

Publications

Etudo, U. Weistroffer, R. and Al-Abdullah, M. "Adaptive Structuration Theory and Media Richness Theory in GSS Research: A Critical Review." In Proceedings of the 48th Annual Hawaii International Conference on Systems Sciences, Kauai, HI, January 5-8, 2015.

Al-Abdullah, M. "The Chaotic Nature of Adapting Technology in Anti-Money Laundering." Presented at the Thirty-Second Cambridge International Symposium on Economic Crime, University of Cambridge, Cambridge, UK, September, 2014.

Al-Abdullah, M. "Technology, Anti-Money Laundering, and Gray Markets." In Proceedings of the 12th Annual Security Conference, Las Vegas, Nevada, USA April, 2013.

Weistroffer, R., Alabdullah, M., Mohajeri, K., Farkas, B., and Sayamala, L. "Critical Bibliography for System Analysis and Design Research." In Proceedings of the 10th Association of Information Systems (AIS) Special Interest Group on Systems Analysis and Design (SIGSAND) Symposium, Bloomington, Indiana, USA, June, 2011.

Alabdullah, M., and Weistroffer, R. "A Framework to Enhance Decision Outcomes: Data Quality Perspective." In Proceedings of the Southern Association of Information Systems, Georgia, Atlanta, USA, March, 2011, pp.1-15. Education: PhD. Information Systems, Virginia Commonwealth University, 2015 | MS. Managing Information Technology, University of Salford, United Kingdom, 2007 | BS. Computer Information Systems, Yarmok University, Jordan 2006

Courses

Applied Business Technology

Systems in Organizations

Special Topic: Business Analytics and Information Systems

Honors: Systems in Organizations

Helmut Buehler, Adjunct Professor, buehler@usfca.edu

Biography

Adjunct Professor Helmut Buehler (aka Dr. B) is an expert in developing and implementing pre and post sales support infrastructures for enterprise server and storage products. He also has had cradle to grave product management experience with a variety of UNIX server products. As a professional manager who

has had progressively senior responsibilities and experience in high technology environments, Dr. B had the opportunity to demonstrate on several occasions during his career that he has the ability to deliver complex high-tech products to the market on time, within budget, and according to specifications.

Dr. B has held various Information Technology positions at large, global companies like Siemens-Nixdorf, Hitachi Data Systems, Sun Microsystems and Oracle Corporation over the past 35 years, ranging from Systems Programmer, Database Administrator, Systems Engineering Manager, Customer Service, and Support Manager to Product Marketing and Product Management leader. During these years he has gained broad knowledge and experience in a wide variety of high tech environments, ranging from IBM Mainframes, and Enterprise UNIX servers, to Storage Area Networks (SAN) and Massively Parallel Processing (MPP) systems.

Education

Edd, International & Multicultural Education, University of San Francisco, 2005

MBA, Marketing, Notre Dame de Namur University, 1995

BS, Information Systems Management, University of San Francisco, 1995

Courses

Managing Projects and Change

IT Policy, Strategy and Economics

IT Policy, Strategy and Economics

Robert Chow, Adjunct Professor, chowr@usfca.edu

Biography

Professor Robert Chow has 36 years of experience in telecommunications and engineering. His telecommunications career began with AT&T, where he held various technical and managerial positions. Professor Chow has also worked for technology start-ups, ISPs, local and long distance carriers, and Data Product and Inter-networking companies.

Professor Chow currently works for SAIC - NASA Ames Research Center, where he directs a team of technical professionals managing Ames's LAN, WAN, Cable Plant, Radio, VoIP/Telephones, and IPTV/Video services.

Education

MS, Telecommunications Management, Golden Gate University, San Francisco, CA, 1985

BS, Electrical Engineering, San Francisco State University, San Francisco, CA, 1982

Courses

Communications and Networking

Majid Dadgar, Assistant Professor, mdadgar@usfca.edu

Biography

Assistant Professor Majid Dadgar specializes in Management Information Systems and Industrial Design. His teaching philosophy is explore, do, and learn. His classes are organically designed, and include interactive and participatory business cases that require experiential learning.

Dadgar's research focuses on the extent of importance human values are to patients with chronic disease and who are impacted by self-management systems. He hopes to both inform policy debates in the National discussion of transforming health care, as well as help design systems that support the human values of patients. Dadgar earned his B.A. at the University of Tehran, his M.A. from The Ohio State University, and his Ph.D from Washington State University – in July, he defended his doctoral dissertation in Management Information Systems.

Education

Ph.D, Management Information Systems, Washington State University, Pullman, Washington, 2016

M. A., Industrial and Product Design, Applied Software Engineering (minor), The Ohio State University, Columbus, Ohio, 2011

B.A., Industrial Design, University of Tehran, Tehran, Iran, 2008

Experience

Research Assistant, National Science Foundation Funded Grant Project, 2013.

Product Designer of the first portable metabolism tracker, Biodesign Institute, Tempe, Arizona, 2012.

Research Assistant, The Ohio State University Center for Urban and Regional Analysis, Columbus, Ohio, 2011.

Research Assistant, The Ohio State University Byrd Polar Research Center, Columbus, Ohio, 2010.

Publications

Dadgar, M. and Joshi, K.D., 2017. "Value-sensitive review and analysis of technology-enabled self-management systems: a conceptual investigation", *Int. J. Electronic Healthcare*, Vol. 9, Nos. 2/3, pp.157–185.

Dadgar, M., Vithayathil, J., and Osiri J.K., 2017. "Social Media Usage and Cultural Dimensions: an Empirical Investigation" *Proceedings of 50th Annual Hawaii International Conference on System Sciences (HICSS)*, January 4-7, Hawaii, HI

Vithayathil, J., Dadgar, M., and Osiri J.K., 2017. "Social Media Usage and Shopping Preferences: an Empirical Investigation" *Proceedings of 50th Annual Hawaii International Conference on System Sciences (HICSS)*, January 4-7, Hawaii, HI

Lin, X., Clay, P. F., Hajli, N., & Dadgar, M. 2016. "Investigating the Impacts of Organizational Factors on Employees' Unethical Behavior Within Organization in the Context of Chinese Firms" *Journal of Business Ethics*, 1–13.

Dadgar, M. and Joshi K. D. 2015. "Diabetes Self-Management Using Mobile Apps: An Empirical Investigation Based on App Reviews and Through Value Sensitive Design Perspective", Pre-ICIS - 14th International Conference on Mobile Business - ICMB 2015, December 12, 2015, Fort Worth, USA.

Dadgar, M. 2015. "The Impact of Types of Network Structures on Healthcare Outcomes", Proceedings of 46th Annual Meeting of the Decision Sciences Institute (DSI), November 21-24, Seattle, WA

Dadgar, M. and Joshi, K. D. 2015. "ICT-Enabled Self-Management of Chronic Diseases: Literature Review & Analysis Using Value-Sensitive Design", Proceedings of 48th Annual Hawaii International Conference on System Sciences (HICSS), January 5-8, Kauai, HI

Dadgar, M., Samhan, B., Joshi, K. D. 2013. "Mobile Health Information Technology and Patient Care: A Literature Review and Analysis", Proceedings of 19th Americas Conference on Information Systems (AMCIS), Chicago, Illinois, USA

Awards & Distinctions

Outstanding Graduate Student Teaching Award, April 28, 2016. Carson College of Business, Washington State University.

Travel Grant, Graduate & Professional Student Association, 2013, 2014, 2015, 2016.

DSI Doctoral Consortium, Seattle, WA, November 21st, 2015.

AMCIS Doctoral Consortium, Puerto Rico, August 13th, 2015.

Rod & Janet Church Scholarship, 2012.

Courses

Applied Business Technology

Systems in Organizations

Internet Business Applications

Directed Study

William Kolb, Program Director / Adjunct Professor, kolb@usfca.edu

Biography

MSIS Program Co-Director William Kolb has been a member of the USF adjunct faculty since 1994, teaching in both the BSM and MSIS programs.

Additionally, he works as an independent IT consultant and manages large, company-wide, IT oriented implementation projects. He also specializes in creating and implementing Business Continuity and Disaster Recovery plans for multi-national corporations.

Another area of his focus includes engaging with small-to-medium sized companies which have grown primarily through merger and acquisition. His challenge is to evaluate the current IT environment, establish common processes and procedures, architect a single IT vision, then implement that unified solution for the company.

Prior to his consultancy business, for 20 years he managed large technology projects for a variety of programs at Lockheed-Martin, primarily in the Space Systems Division.

Education

B.S. in Business Administration (Accounting) San Jose State University

M.S. in Cybernetic Systems San Jose State University

Courses

Systems and Technology

Information Systems Strategy

Architecture, & Design

Managing Projects and Change

e-Business, Managing Projects and Change

Edward Kreutzer, Adjunct Professor, elkreutzer@usfca.edu

Biography

Edward (Ted) Kreutzer presently serves as Team Lead and Database Architect, Developer, and Engineer on the Information Management Technology – Hadoop Team at Charles Schwab in San Francisco. There he manages big data distributed computing systems and develops real-time data processing platforms, database systems, and software for enterprise data warehousing, mining, and analytics.

Additionally, Kreutzer has been an adjunct professor at USF for over 12 years and has taught in the MSIS, BSIS, MPA, MNPA, and BSM programs. Currently, he teaches both undergraduate and graduate courses in Big Data technologies, data warehousing and mining, as well as the information technology security concentration.

Kreutzer spent 25+ years as a software, database, and data systems designer, developer, administrator, and architect, as well as a business intelligence expert. His professional career spans fields of industry including entertainment, telecommunications, energy, consumer goods, and the nonprofit sector at companies such as AT&T, Pacific Gas & Electric, TechSoup Global, and Nickelodeon.

Education

BA in both English Literature and Fine Art, University of Colorado
MBA, University of San Francisco.

Courses

Applied Business Technology
Big Data Concepts
Database
Identity Management and Trust
Network Security
Business Intelligence & Data Warehousing
Data Systems

Steven Lopez, Adjunct Professor, lopezs@usfca.edu

Biography/Education

Dr. Steven Lopez is an Information Technology Specialist with over 20 years of experience in providing consulting leadership roles for San Francisco Bay Area organizations.

He holds a doctorate in Organization and Leadership from USF, and an MBA from the Anderson School of Business at UCLA. He has several years of post-graduate work in the area of Management and Organizational Development at the Institute of Industrial Relations at UCLA.

Prior to the UCLA MBA experience, Dr. Lopez worked in a postgraduate position at UCLA conducting biomedical research. He also obtained an MA in Physiological Psychology from the California State University at Los Angeles, where he worked closely with faculty members to develop research approaches and curricula.

Courses

BSM Special Topic
Enterprise Information Systems
Information Technology Audit and Forensics
Information Security

Nola Masterson, Adjunct Professor, nemasterson@usfca.edu

Biography

Nola Masterson is an experienced global executive and board leader serving on public company, venture-backed private company and non-profit organization boards. Her successful business experience, as CEO and co-founder of Sequenom, (SQNM) and the first analyst in biotechnology on Wall Street with Drexel Burnham Lambert and Merrill Lynch, followed successful business building at Millipore for eight years. She has experience in managing her own venture fund, as well as being a

Venture Partner in a major European IT and life sciences venture fund, TVM Capital. During her 10 years on the Repros Therapeutics (RPRX) Board she has advised the CEO on strategy, finance, operations, and recruitment of the board. Areas of expertise include medical device, pharmaceuticals, scientific tools, separation processes and diagnostics technology as well as genetic analysis.

Ms. Masterson has been certified by the American College of Corporate Directors for 2014 as a Certified Professional Director, and is listed in the Intrabond Capital Registry of Corporate Directors. She has solid experience in board position recruitment and transition processes, in building productive board cultures and aligning these with CEOs and senior executive accountabilities.

She currently is the Managing Director of Science Futures Management Company and works as an advisor, board member and investor. She is Chair of the Board of Repros Therapeutics and serves as Chair of the Compensation Committee of the company and sits on the Audit Committee. She also serves on the Board of Resonance-med in Chicago; Zivo Biosciences, a public company headquartered in Detroit MI. She also has served on the Board of Genex Biotechnology Corporation, a Toronto, Canada-based publically traded (NASDAQ: GNB) company focused on the development of drug delivery systems and antigen technologies, and served on the Audit, and Compensation Committee and Chaired the Nomination And Governance Committee of the Genex Board. She is a special advisor to several private companies and is Chair Emeritus of California Life Science Institute, a best-practices and workforce development arm of the Northern California life sciences industry association. She lectures and writes for the Life Science Foundation.

Ms. Masterson also serves as Chair on the Silicon Valley Chapter Board of the American Diabetes Association, and is co-Chair of the San Francisco chapter of WomenCorporateDirectors.

Education

M.S., Biological Sciences , George Washington University Washington, DC

B.S., Biology and Chemistry with additional Medical Technologist certification requiring additional year MT (ASCP), Marymount College, Tarrytown, New York

Courses

Local & National Biotech

Local, National & Global Biotech

Jonathan Reichental, Adjunct Professor

Biography

Chief Information Officer (CIO) for the City of Palo Alto Jonathan Reichental is an award-winning technology leader whose 25-year career has spanned both the private and public sectors. In 2017 he was named one of the top 100 CIOs in the world and in 2016 he was named one of the top 20 most influential CIOs in the United States.

Reichental is also recognized as a global thought leader on a number of emerging trends including urban innovation and blockchain technology. In 2013 he was recognized as one of the 25 doers, dreamers, and drivers in government in America. He also won a best CIO in Silicon Valley award and a national IT leadership prize. His innovative work in government has also been recognized by the White House. Reichental works with his teams to apply technology innovation in organizations to create new value and to enable work to be more meaningful and fun. He is a popular writer--recently having co-authored The Apps Challenge Playbook, a public speaker on a wide range of technology and business-related topics, and a co-host on the podcast, Drinking Wine Talking Tech.

Education

PhD: Information Systems, Nova Southeastern University, Ft. Lauderdale, FL 2006

MSc: Management Information Systems, Nova Southeastern University, Ft. Lauderdale, FL 2003

BSc: Computer Information Systems, University of Tampa, FL 2001

BSc: Industrial Engineering, Institute of Technology, Dublin, Ireland 1992

Courses

Analysis, Modeling & Design

Bill Schmarzo, Executive Fellow in Business Analytics and Information Systems Department

Biography

Bill Schmarzo, author of Big Data: Understanding How Data Powers Big Business and Big Data MBA: Driving Business Strategies with Data Science, is responsible for setting the strategy and defining the Big Data service offerings and capabilities for Dell/EMC Global Services Big Data Practice. As the CTO for the Big Data Practice, he is responsible for working with organizations to help them identify where and how to start their big data journeys. He's written several white papers, is an avid blogger, and is a frequent speaker on the use of Big Data and data science to power the organization's key business initiatives. He is a University of San Francisco School of Management (SOM) Fellow where he teaches "Big Data MBA" and "Thinking like Data Scientist" courses with Department Chair Professor Mouwafac Sidaoui. Bill has over three decades of experience in data warehousing, BI and analytics. Bill authored EMC's Vision Workshop methodology that links an organization's strategic business initiatives with their supporting data and analytic requirements, and co-authored with Ralph Kimball a series of articles on analytic applications. Bill has served on The Data Warehouse Institute's faculty as the head of the analytic applications curriculum.

Previously, Bill was the vice president of analytics at Yahoo where he was responsible for the development of Yahoo's Advertiser and Website analytics products, including the delivery of "actionable insights" through a holistic user experience. Before that, Bill oversaw the Analytic Applications business

unit at Business Objects, including the development, marketing, and sales of their industry-defining analytic applications.

Appointments

Member of the City of San Jose Innovation Advisory Board - 2017

Faculty of Strata and The Data Warehouse Institute (TDWI) where he teaches “Determining The Economic Value of Data” workshops – 2016 and 2017

Education

M.B.A., University of Iowa

Bachelor of Science degree in Mathematics, Computer Science and Business Administration, Coe College

Publications

Big Data MBA: Driving Business Strategies with Data Science, John Wiley & Sons Inc., 2016

Big Data: Understanding How Data Powers Big Business, John Wiley & Sons Inc., 2013

4.1 FACULTY DEMOGRAPHICS

MSIS Gender/Ethnicity

USF AY 2018, 2017, 2016 and 2 more

Primary Ethnicity	FT/PT / Gender			Total
	FT F	PT F M		
Hispanic or Latino			1	1
Unspecified			2	2
Asian or Pacific Islander			1	1
White Non-Hispanic	1	1	4	6
Total	1	1	8	10

4.2 TEACHING

Courses Taught during past three Academic Years:

Ahmad Askarian (Adjunct Faculty) - one section of MSIS 674, Social Media as a Tool (new course).

Helmut Buehler (Adjunct Faculty) - Two sections of MSIS 625, IT Policy & Strategy. That course is now MSIS 675, IT Policy, Strategy & Economics, to be taught in spring 2018. Prof. Buehler has also taught MSIS 624, Managing Projects and Change

Robert Chow (Adjunct Faculty) - Two sections of MSIS 613, Communications and Networking.

Daryoush Farsi (Adjunct Faculty) - One section of MSIS 611, Database.

Moira Gunn (Associate Professor) - Two sections of MSIS 612, Analysis, Modeling & Change; Three sections of MSIS 626, Capstone Project; Two sections of MSIS 647, Global Information Systems; Three sections of MSIS 662, The Information of Biotech; and three sections of MSIS 663, The Legal, Social and Ethical Implications of Biotech.

William Kolb (Adjunct Faculty, MSIS co-Program Director) - Three sections of MSIS 631, e-Business Technologies; two sections of MSIS 624, Managing Projects & Change; and one section of MSIS 673, the new curriculum version of Managing Projects and Change.

Ted Kreutzer (Adjunct Faculty and former co-Program Director) - One section of MSIS 611, Database; two sections of MSIS 636, Identity Management and Trust; one section of MSIS 651, IT Security; one section of MSIS 653, Network Security; two sections of MSIS 656, Business Intelligence & Data Warehousing, and one section of MSIS 671, Data Systems.

Steven Lopez (Adjunct Faculty) - Two sections of MSIS 620, Economics for IS Managers; two sections of MSIS 648, Enterprise Information Systems; one section of MSIS 651, IT Security; three sections of MSIS 659, IT Audit & Forensics; and one section of MSIS 676, Information Security (new course in the new curriculum).

Nola Masterson (Adjunct Faculty) - two sections of MSIS 661, Local, National and Global Biotech.

Jonathan Reichental (Adjunct Faculty) - One section of MSIS 647, Global Information Systems; and one section of MSIS 670, Analysis, Modeling & Design.

An excel spreadsheet with full course details and enrollment is provided in the canvas shell for the review.

4.3 RESEARCH

The MSIS faculty are comprised primarily of adjunct practitioners in the the IS industry. They work in different sectors, government, private and public. In Spring 2018, four full-time faculty from the BAIS

department, who are actively conducting research, will be heavily involved in the program. Those faculty are Tom Grossman, Mouwafac Sidaoui, Majid Dadgar, and Muhammad Al Abdallah.

Of the practitioners currently involved in the program, Jonathan Reichental and Nathanael Rosidi have active research contributions. Reichental has written and been interviewed for many magazines and newspapers over the past five years. According to google scholar, he has been cited 8 times. Nathanael Rosidi has one peer reviewed journal article in the past five years, in PLoS One, and according to google scholar his work (including some PRJs older than five years) has been cited 12 times.

4.4 SERVICE

Our faculty is very active in the community. Adjunct Jonathan Reichental has served as an advisor or Board member for the following: Blockchain Learning Group, Smart Cities Innovation Lab, DisruptHR, Leadership Council, Blumberg Capital CIO Council, Silicon Valley Institute, Wireless Broadband Alliance (WBA), Service Research and Innovation Institute, Alliance for Innovation, County of Marin, California, and the Pacific Art League. Prof. Reichental is also a video instructor on Lynda.com with popular courses on data governance, blockchain, smart cities, IT careers, and open data.

4.5 RECRUITMENT AND DEVELOPMENT

Over the past two years, since the program's redesign began, the department has reviewed the portfolio of all existing MSIS faculty, their CVs, work related experience, conferences, consulting experience and teaching evaluations. Due to this examination, some faculty have not been asked to return to the program. However, many new faculty have now been hired. All new candidates for the program must:

- 1- send an updated CV
- 2- interview with the department chair and program director
- 3- give a teaching talk to graduate students and be evaluated by the chair and department faculty.

After new adjuncts are hired:

- 1- Both the department chair and program director will check in with them during their first teaching semester and meet with them for mentoring as needed
- 2- the relationship continues and building partnership with the new faculty to make them feel they belong in the BAIS department
- 3- mid term evaluation is sent to all students to get their insight about the course is going. The Department Chair and Program Director will discuss the outcome and have a meeting with the faculty to let them know how to continue improve their teaching and if needed adjust their teaching pedagogy.

5. PROGRAM GOVERNANCE

Program Organization

Edward (Ted) Kreutzer and William (Bill) Kolb were the program's co-directors from 2015-2017. The program co-directors reported to the department chair, Dr. Mouwafac Sidaoui. The department chair reports to the dean of the school of management (SOM). Chair Mouwafac Sidaoui manages the part-time faculty and the curriculum in general. All FT faculty oversee the curriculum and their own courses. Any major decision regarding the program and courses is made collectively by the faculty in the department and the two main adjuncts involved in the program.

The full-time (FT) faculty are always part of major decisions. For example, FT faculty assisted in the redesign of the MSIS curriculum. The program co-directors and the department chair worked closely with the FT in the department in redefining the learning outcomes and program goals. Recently we have decided to start the first student chapter of Association for Information Systems (AIS). AIS student chapter allows far more engagement between students, faculty, and the administration. Students work closely with the faculty advisor of the student chapter (incumbent faculty advisor is Majid Dadgar) to hold IS-related events, workshops, and talks. We always seek the opportunities that engage students with practice and prepare them for the job market. The Information Services Field Consulting course (MSIS 682) is designed in the program so that students work with a local business as a paid intern or temporary employee. We feel that the success of the MSIS program relies on how student activate resources available in the Bay Area and engage with faculty and contacts from industry. Students are encouraged to be proactive in connecting with industry people.

We plan to use this self-study as a starting point to review all aspects of the MSIS program, especially now that the program is fully redesigned.

Allocation of Work

We believe that an effective program governance consists of administration, full time faculty, and program co-directors all organically involved in the process. Our junior faculty actively participate in all major decision making. Such collaboration with junior faculty prepare them for leadership responsibilities in the future. The table below shows work allocation between **director of administration** and **director of academic programs**.^[1]

Function	Primary oversight	Director of Administration	Primary oversight	Director of Academic Programs
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Manage the staff and office operations	Yes	Supervise staff and office operations	No	Direct program assistants in support of adjuncts
Marketing program	Yes	Manage all marketing locally and globally		
Information meetings/fairs/open houses	Yes	Schedule and host information meetings		Occasionally host information meetings
Collateral	Yes	Create and distribute marketing collateral		
Meeting with prospective students	Yes	Meet with all prospects		Occasionally meet with prospects
Website	Yes	Maintain content and use interface of website		
Admissions	Yes	Manage all aspects of admission		
Communications with applicants	Yes	Manage all communications with applicants		
Review applications	Yes	Review all applications		Review all applicants twice each year
Decision about applicants	Yes	Make admissions decisions		Recommend admissions

Program materials for current students	Yes	Maintain all program materials		
Handbook/overview	Yes	Maintain handbook and overview		
Advising students	Yes	Meet with all students regularly for advising		Meet with each student for 20-30 minutes
Career counseling/services	Yes	Help with career counseling		Help students with further graduate school
Academic advising	Yes	Help with academic counseling		Help students with elective choice
Student conduct	Yes	Manage student conduct issues		Help with student conduct issues
Alumni relations	Yes	Strengthen alumni relations	Yes	Strengthen alumni relations
Alumni tracking	Yes	Track alumni for database		
Newsletter	Yes	Oversee newsletter production and content		Suggest/forward content for newsletter
Industry relations		Generate new industry contacts/ keep existing ones	Yes	Generate new industry contacts and existing ones for jobs/internships/speaking/teaching
Manage database of contacts	Yes	Manage database of contacts		

Internship program	Yes	Help students find internships		Help students find internships
Paperwork	Yes	Oversee internship paperwork		
Orientation	Yes	Manage orientation		
Content	Yes	Develop content for orientation		Provide academic and faculty content for Orientation
Logistics	Yes	Event management of orientation		
Internal relations at USF	Yes	Engage in relations with USF	Yes	Engage in relations related to academics
Social events	Yes	Manage all aspects of social events		Attend social events
Financial aid/scholarship	Yes	Manage all aspects of financial aid/scholarship		
Budget management	Yes	Manage all aspects of program budget		
Adjunct faculty		Assist in supporting adjuncts	Yes	Hire, train all adjunct faculty
Adjunct faculty handbook			Yes	Maintain adjunct faculty handbook
Evaluation of adjunct faculty		Provide feedback related to	Yes	Evaluate adjunct faculty

		faculty evaluation		
Curriculum		Provide feedback on courses from student advising	Yes	Manage all aspects of the curriculum
Elective courses			Yes	Manage creation of and scheduling of electives
Transfer courses	Yes	Approve courses to be transferred in, logistics		Approve courses to be transferred in
Directed study courses			Yes	Approve directed study courses
Schedule of classes		Review and use schedule of classes	Yes	Maintain schedule of classes, create cohort calendars
Program assessment			Yes	Manage all aspects of program assessment
Faculty searches		Interview with candidates	Yes	Manage all aspect of faculty searches

[MD1]Not sure about work allocation and responsibilities. I just create a placeholder in case such a table is useful.

6. STAFF

Staff at both the Hilltop (San Francisco) campus and at the San Jose campus support the MSIS program. The program falls under the Business Analytics and Information Systems (BAIS) department, chaired by faculty member Mouwafac Sidaoui. The BAIS department is comprised of 10 faculty and approximately 12 adjunct faculty. The BAIS department program assistant is Whitney Zeller. Whitney is located on the Hilltop campus. She provides faculty support such as

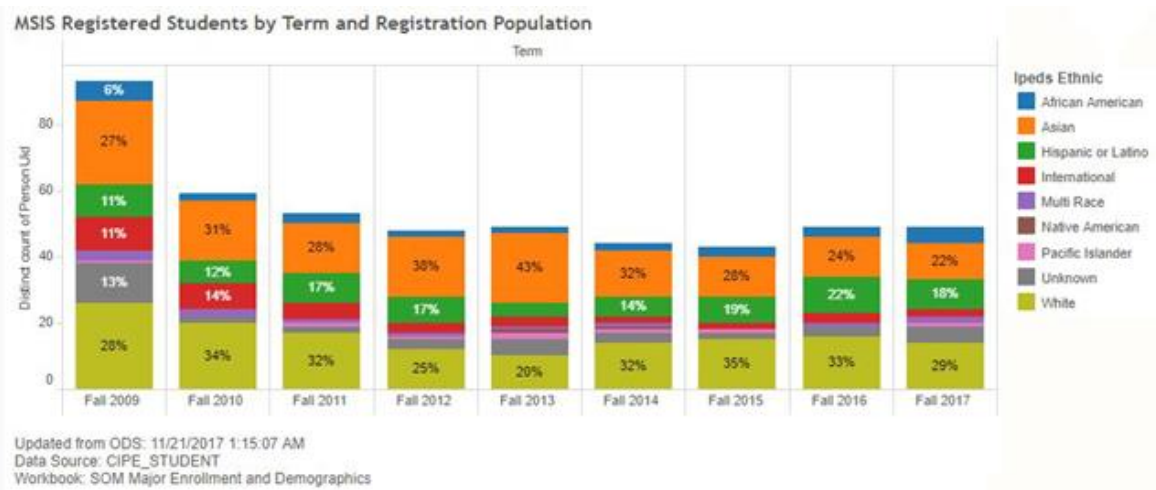
book ordering, duplication, meetings and minute taking, and provides logistical assistance for department events. Blythe Hurley, located in the Graduate Student Affairs office at the SF Downtown campus, advises students in the MSIS program. The program receives support from the SOM Academic Affairs department for course catalog, and scheduling. Faculty within the department may go to the Finance or Marketing divisions within the school for other matters. Natasha Odama and Helen Valine are the staff at the San Jose campus. Natasha, the Assistant Director of Enrollment and Recruitment, works in conjunction with the School of Management Graduate Admissions team at the SF Downtown campus to recruit students to the program. Helen Valine is the Director of the San Jose campus.

8. STUDENTS: DIVERSITY AND INTERNATIONALIZATION

8.1 DIVERSITY

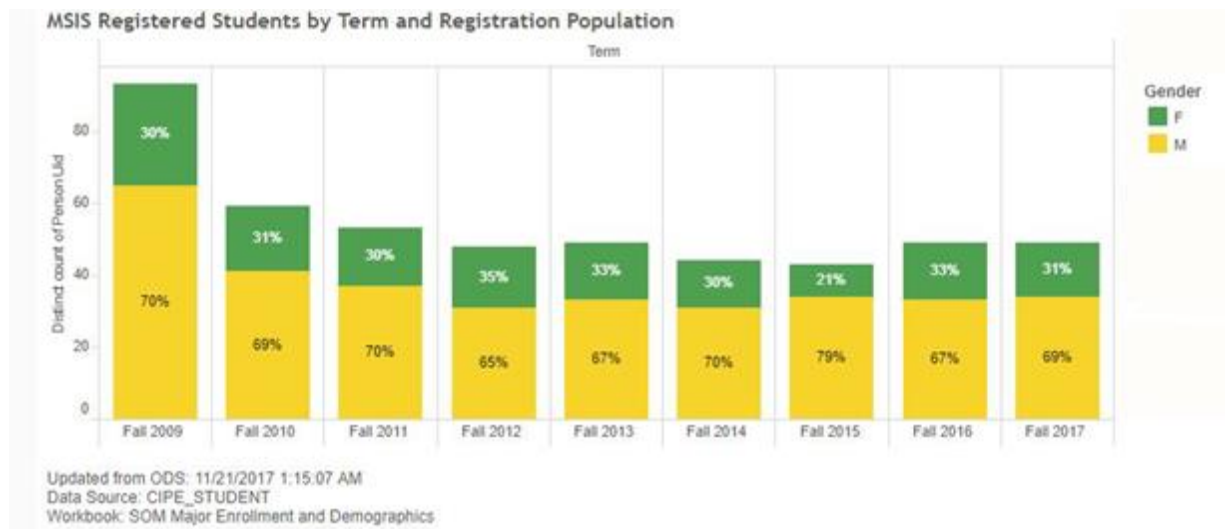
The University of San Francisco ranks at the top for ethnic diversity[1] and the MSIS program reflects USF's commitment to diversity and classrooms filled with diverse points of view.

[1] Source: <https://www.usnews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>. USF scores .73 for diversity among National Universities.



The MSIS program does not mirror the University quite as closely when it comes to gender diversity, but the program has held steady in its gender ratios over the past several years. The program does endeavor to recruit female professionals in the industry, and the percentage of

females in the MSIS program is higher than the ratio of females (23%) in many Silicon Valley start-ups[1].



[2] "Silicon Valley has a long way to go on gender Diversity," Financial Times, April 5, 2017
<https://www.ft.com/content/13a73d6e-1951-11e7-a53d-df09f373be87>

8.2 INTERNATIONALIZATION

The MSIS program had not previously been available to International students due to the part-time structure. The 2015 curriculum revision addressed this by allowing open enrollments. As of fall 2017, no international students have been admitted to the program, but a plan is in place to allow international students to work in the Bay Area while taking an Information Services Field Consulting course.

9. TECHNOLOGY AND INFORMATIONAL RESOURCES

9.1 TECHNOLOGY

The program uses Canvas and Microsoft Office applications for courses. Our students use Excel for building optimization decision models, and SAS and R for statistical analysis. We use Zoom to hold interactive conference calls with students and faculty. Many functions and feature used in the MSIS program are hosted on Amazon servers. Any issue with Amazon servers can disrupt services we provide for the students. The technologies used at the San Jose campus are limited and we need to provide more technological resources (such as computer labs) in our branch campus to effectively support students.

Educational Technology Services (ETS) at USF provides technologies and tools for teaching and learning purposes. In addition, ETS holds ongoing workshops, especially for the new faculty, to introduce available technologies and how they can be used in classroom setting. Each classroom is equipped with projector and desktop computers. Student and faculty have access to a digital technology store where they can use software packages such as Microsoft Office applications for free. Students and faculty can access Lynda.com which is a comprehensive database of educational videos, tutorials, and documents. Faculty can access Qualtrics platform for free to design and administer surveys.

9.2 LIBRARY

All students and faculty with valid USF ID can connect to library online resources. Student can access online library databases such as EBSCO designed for business and management areas. USF library is connected to a network of university libraries (Interlibrary Loan) through which students can request books and articles that are not available in the USF library. In addition, faculty can request for the books and articles that are not found in USF library and the library network. Students and faculty have access to LINK+ which is a union catalog of contributed holdings from participating libraries in California and Nevada. Patrons from member libraries electronically request an item not available in their own library and it is delivered to them for check-out.

10. FACILITIES

All MSIS classes meet at the San Jose campus, with the exception of the three Biotech courses offered up until spring 18 at the SF Hilltop campus. The San Jose Campus has seven classrooms arranged in seminar style to accommodate learning groups as large as 25 students comfortably.

All classrooms are equipped with the latest instruction technology. The campus is situated in downtown San Jose.

The campus has its own professionally staffed library/computer lab. Several computers with standard software, printers and scanners are available for research, classroom assignments, and online access to the excellent resources of USF's Gleeson Library/Geschke Center. Wireless access is also available on campus. In addition to our online resources, the library collection includes books, magazines, videos and DVDs.

A student lounge/kitchen is available for student use, equipped with a refrigerator and a microwave. Vending machines provide snacks and soft drinks. Free coffee and tea are available.

Parking is available for students and faculty in the City View Plaza Parking Garage, at a flat rate of \$6.00 after 4pm. Entrances are located on Park, Almaden and San Fernando Streets. Parking validation is available for visitors.

11. CONCLUSION

The strengths of the MSIS program are also its weakness.

We have practitioners in the classroom who experience everyday what they are teaching. We have strong adjuncts with education in Engineering and Information Systems. These adjuncts are managers, data scientists, CIOs, and many own their own businesses. What we lack (to date) are full-time, research active, faculty in the classroom. Having a mixture of both is important for learning and for accreditation.

Furthermore, our San Jose branch campus location is in the heart of the Silicon Valley. However, it is isolated from the rest of the School of Management's graduate programs, all located at the San Francisco Downtown campus. As mentioned, the advisor visits 2-3 times per semester, and we are exploring ways to bring other services from the downtown and Hilltop campuses to San Jose.

In conclusion, we have an excellent, re-vamped program and we are excited. The student's evaluations of the MSIS courses are consistently high, even for the previous version of the program. At the same time, we are working to overcome some of the hurdles identified in this review.

12. COMPREHENSIVE PLAN FOR THE FUTURE

TBD

13. APPENDIX (Located on Canvas Site)

MSIS Faculty Resumes & CVs

MSIS Course Syllabi

MSIS Course Evaluation Information

MSIS Course Offerings fall 2015-spring 2018 with enrollment

MSIS Degrees Awarded & Graduating Student Data - 6 years

MSIS Graduation Rate Data